

Stoke Park Early Years Curriculum

At Stoke Park we strive to provide, through the quality teaching and delivery of the EYFS curriculum and by embedding the Characteristics of Effective Learning, a learning environment where our children have the very best learning experiences, opportunities and interactions that:

- Inspire them to learn the skills, knowledge and understanding they need to have highly successful, fulfilled childhoods and future adult lives
- Help them to become children who build trusting friendships; are strong in spirit (and are resilient); make wise personal choices; and have strength of character
- Provides the opportunity to be part of a thriving community that enriches childhood, celebrates success and encourages children to believe in their own potential.

We are determined to enable our children to achieve their very best outcomes and therefore our teachers will use their expert knowledge of the children to assess what the children know, monitor and make judgements on their progress, and use this information to plan next steps, taking into account the child's interests and disposition to learning. At Stoke Park Nursery and Primary we are committed to enabling all children to have the very best start to their educational journey in line with our school values: Be kind, Be proud and Strive to succeed.

What are we trying to achieve through our curriculum?

Our curriculum is designed to create curiosity and a love of learning and is broad and balanced, through two elements:

1. Learning based on themes, stories, songs and rhymes; WOW moments and experiences.
2. Teaching and learning based on our themes and children's interests.

Learning within the Early Years is play based, being an essential part of children's learning, and takes place indoors and outside. Children choose their play through high quality resources which have been carefully selected to ensure rich potential learning. There is a balance between child-initiated experiences and adult-led learning.

Our curriculum supports children to build, broaden and deepen their interests. Through support and scaffolding, every child can access the curriculum. We recognise that every child will progress and achieve at different rates, however all children will participate in the curriculum. Where children progress quickly, we will deepen their learning, applying the skill to another context or by supporting other children.

Our goals are:

1. To be a confident communicator
2. To be a fantastic reflective friend
3. To be an amazing athlete
4. To be a brilliant bookworm and wow writer
5. To be a master of maths
6. To be an exceptional explorer
7. To be an amazing creator

(see Appendix 2)

Our curriculum is implemented through;

- purposeful play, where we respond to each child's needs and interests, guiding their learning and development through warm and positive interactions
- topics interwoven into their purposeful play
- daily adult led literacy, maths and phonics inputs. The children will have opportunities to complete activities to apply knowledge and skills linked to these inputs and in reception they will complete adult guided activities.
- weekly PSED, Gym and drama sessions as well as weekly P.E in reception.

Overview and knowledge	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Characteristics of effective learning	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Main theme	Magical Me!	1,2,3, off we go	Rhythm and rhyme	Nature detectives	Terrific tales Gingerbread man/Little red hen 22/23	Big wide world Farm 22/23 Wild 23/24
Possible ideas/ lines of enquiry These ideas within the themes may change or be replaced depending on child interest or fascination	N - who am I? Where do I live? Who’s in my family? People who help us in the community	N - Places we visit, ways to travel incl walking, bus, car, trains, aeroplanes, rockets/space	N - Exploring rhyme and rhythm, oral retelling of classic rhymes	N - what is a minibeast? new life, life cycles, keeping healthy	N - oral retelling of stories, inventing own stories, stories from around the world, cooking	N - Farm, wild, ocean animals Farm - animals and their offspring What do animals eat? Where do they live? How do we change?
	R - My family, my school, my environment, people around me, people who help us	R - modes of transport now and in the past - steam trains, local transport, exploring and travelling, maps rockets/space	R - Listening to new and old rhymes, creating own rhymes, oral retelling of new rhymes	R - Lifecycles, Minibeasts, Spring	R - inventing and innovating stories,	R - Farm, wild, ocean animals How animals grow and change, How we grow and change, where in the world do animals live? look at contrasting places, maps
Festivals, special occasions	Starting school Autumn Black History month	Bonfire night Diwali (light festival) Remembrance day, Hanukkah Winter	Chinese New Year Mental Health week Safer internet day	Shrove Tuesday World book day Mother’s Day Easter	Eid Literacy with parents	Summer Father’s Day Refugee week

		Christmas		International Women's day Holi - festival of colours		Transition events - to new classes/new schools Eid
Enrichment experiences/ wow moments	Starting school Walking around whole school Living eggs - new life/new beginnings Visit from local police officer	Rocket /vehicle building with parents Visit to the local church Christmas craft with parents Christmas nativity	Early years sing-a long event with parents	Butterfly kit Frogspawn Wormery	Stoke Park forest- Local sculpture trail (N)	Olddown Farm CST Fun Day (R) Sports day
Enrichment passport opportunities	N - Create a self-portrait	N - Make and sell cakes Perform on stage Go on a bear hunt	N - Sing to an audience Post a letter	N - Watch a caterpillar evolve	N - Go on a sculpture trail	N - Participate in their first sports day
	R - Create a mural Splash in puddles	R - Perform on stage Retell a story to an audience Visit Westonbirt and go on a Gruffalo hunt	R - Fly a kite	R - Observe a tadpole changing into frog	R - PLant a seed and observe it growing	R - Have a picnic Feed animals at a farm/wild place
Core book suggestions	Owl babies(N/R) Our house N So much (R)	We're going on a bear hunt (N) Whatever Next (R) Mr Gumpy's outing (N) Dig dig digging (R)	Nursery rhymes (N) Baa baa black sheep Humpty Dumpty Twinkle twinkle Incy Wincy Spider A great big Cuddle by Michael Rosen (R)	The very hungry caterpillar (N/R) The very busy spider(N) Growing Frogs(R)	Gingerbread man N/R The little red hen N/R Jack and the beanstalk (N/R) The runaway Chappati (N/R)	Dear Zoo (N) Handa's surprise (N/R) Augustus and his smile (R) The pig in the pond (N)

Reasons – text/author core vocab challenging vocab	Repetition New vocabulary Relationship to self, feelings, family relationships Simple structure Sing song rhythm of So Much Ignites talk about different cultures	Repetition New vocabulary Sense of adventure Scope for movement and language activities Rhyming structure developing imagination	Exploring rhythm and rhyme and syllables in words Development of speech New vocabulary Different genre of writing Rhyming strings Helps to hear sounds and syllables in words	Real experience Action books Repetition New vocabulary Decodable words Simple sentences	Repetition Discussion and moral story Links to the Spring/Summer season Decodable words and simple sentences Ignites talk about different cultures	New vocabulary Links to healthy eating Repetitive structure Making links to prior knowledge - fruits/animals Exploring different cultures
Link books Non-fiction and fiction	Lullabyhullabaloo My Mum and Dad make me laugh From head to toe My Mum and My Dad Funny Bones My hair All are welcome Family and Me Ten little fingers and 10 little toes Super Duper You Marvellous me	Bonfire Night Oi get off my train Mr Gumpy's motor car The way back home How to catch a star The runaway train We all go travelling by Naughty bus Rama and Sita The Jolly postman I am Emilia Arehart Little People, big dreams books	Each Peach Pear Plum Oi! Frog Oi! Cat Nursery rhymes/poems The fish who could wish Peepo Tanka tanka skunk Over in the meadow	What the ladybird heard The very busy spider Pancakes Pancakes The Giant Jam Sandwich The Bad Tempered Ladybird The Snail and the Whale	Goldilocks and the 3 bears Jim and the beanstalk Enormous turnip Prince Cinders Too much talk Jasper's Beanstalk The Tiny Seed	Dear Zoo The crafty chameleon A balloon for Grandad Peace at last On my home Rainbow fish The fish that could wish Once there were giants

Communication and language - underpins all seven areas of learning and development.

Nursery knowledge	Know that listening to others one to one and in small groups is important and can demonstrate good listening Know that a story has repeated sections and characters that can be spoken about	Know and demonstrate the prepositions - under, between, in, on, next to Know that a story can have repeated sections and to join in with them	Know how to listen to stories and rhymes with increasing attention Recall the words and actions to at least 2 familiar rhymes	Know to respond when my name is called and give my attention Link words together and use simple sentences to talk to a friend/adult		
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	<p>Know that a simple instruction needs responding to - get your coat on as it is raining.</p> <p>Know that it's ok to talk to others about wants and needs</p> <p>Know they can share information about new people we have met</p>	<p>Listen to directions and instructions and follow them</p> <p>Know a simple event is told in the correct order - I fell over. Hurt my knee.</p> <p>Know the questions starters - what and where to find out about journeys</p>	<p>Talk about what happens in their favourite rhyme</p> <p>Explain why the spider got washed away</p> <p>Know that they can use 'and' 'because' when explaining e.g. I like apples AND pears. I like apples because they're juicy</p>	<p>Retell a simple story using actions and words</p> <p>Understand and sometimes respond in sentences to what, why, who questions</p> <p>Understand and use the vocabulary forwards, backwards and sideways</p>		
Key vocabulary	Talk, say, look, listen, tell, copy, why, who					
Reception knowledge	<p>Know that listening to others is important</p> <p>Know new vocabulary and use it in their everyday talk</p> <p>Name objects and tools in the classroom - pens, scissors, glue, paint brushes, play dough</p> <p>A multi-step instruction is to be done in order e.g. 1st put on coats, then zip them up, after that we go out to play</p>	<p>Know how to make comments about what they have heard.</p> <p>Ask simple questions using what and where</p> <p>Know they can talk to their friends when playing to get involvement/reactions</p> <p>Know the new vocabulary related to the topic and use in their play</p> <p>Know and talk about influential figures -</p>	<p>Know they need to look at and listen to the person talking to them</p> <p>Know and explain STAR - sit, track, attend and respond -to be able to attend to adult led activities</p> <p>Know they can use stories they have heard in their own play - retelling/acting them out</p> <p>Explain what happened during their lunchtime</p>	<p>Know how to put my thoughts and ideas into sentences to share with others</p> <p>Know and use the vocabulary - first, next, then, finally to order an event</p> <p>Know how to listen to and respond to a friend in conversation</p> <p>Use and respond in sentences to questions starting with - who, what,</p>		

	Retell an event (from a story/own experience) in the past in order e.g. describe what they did at the weekend	Guy Fawkes and George Stevenson	e.g. I went out to play. I ate fish fingers. To know and recite 2 new poems	why, where, when and how Use simple conjunctions, 'because' 'and' Retell a story with exact repetition		
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Key vocabulary Explain, describe, question, answer -who, what, where, when how questions

Personal, Social and Emotional - see also separate whole school behaviour and safeguarding curriculum plans

Discrete PSED lessons	<p>Jigsaw lessons (N&R) Being Me in my world</p> <p>Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. Get children familiar with the environment.</p>	<p>Celebrating difference</p> <p>Children will learn all about a range of feelings and emotions during circle time. Children will also learn about sharing, being put into small groups to teach and model this. Big emphasis on tidy up time - use the song to encourage this.</p>	<p>Dreams and Goals</p> <p>Children to understand and accept the need of others through the use of group sharing activities and listening games</p>	<p>Healthy Me</p> <p>Taking responsibility for looking after their own possessions. Be independent in their toileting needs</p>	<p>Relationships</p> <p>Children to recount their experiences to each other, listening and responding appropriately.</p>	<p>Changing me & transitions</p> <p>Changes - transition into new setting Prepare children: visit new classes/stay and play/meet new teacher. Children to share feelings about the transition and to talk about these throughout.</p>
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<p>Nursery knowledge</p>	<p>Model what makes a good friend - kind, good listener, sharing and taking turns</p> <p>Name at least 5 friends in the class</p> <p>Know some classroom rules - follow and understand 1,2,3 rules, begin to follow and understand STAR, fantastic walking and fantastic listening rules</p>	<p>Know what they like doing now and talk about what they would like to be when they grow up</p> <p>Know that if they are a 'Keep it up captain' (persevere) they can achieve their goal in a class activity</p> <p>Begin to know how to keep themselves safe - PANTS lesson</p>		
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	<p>Know the school environment rules - walking quietly, kind hands and feet, listen to others</p> <p>Know and follow through that they must wash and dry their hands after toileting and before eating</p> <p>Begin to know how to keep themselves safe - PANTS lesson</p> <p>Understand and use the words happy, sad, cross to explain own and others feelings</p> <p>Know that we are all different and that's ok</p> <p>Know I can use the 3 minute timer to take turns with my friends</p> <p>Know that they can play alone, with others and alongside others</p> <p>Know how to invite a friend to play</p>	<p>Know how to look after the classroom environment. Explain why we need to look after the toys in class</p> <p>Know how to put on their coat using the floor method - jump by hood and arms in then over head</p> <p>Use the toilet and wash hands independently</p> <p>Know they can ask an adult for help</p> <p>To name at least 3 healthy foods</p> <p>Know how to clean their teeth and why</p>		
Key vocabulary	Feelings, happy, sad, angry, excited, share, take turns, wash, healthy, clean			
Reception knowledge	<p>Explain what makes a good friend - kind, good at sharing, taking turns, kind hands, good listener</p> <p>Explain the classroom rules Know and understand STAR, 123, Fantastic walking and Fantastic listening</p> <p>Know the names of most of their class peers</p> <p>Know how to put on shoes and socks</p> <p>Know how to take off/put on jumper and coat</p>	<p>Talk about their work to others and know they can be proud of their achievements</p> <p>Talk about what they want to be when they grow up</p> <p>Know they can set themselves a goal in class and persevere to achieve it</p> <p>When challenged with a task know they can persist and achieve</p>		

	<p>Know the sequence for washing and drying hands</p> <p>Know how to keep themselves safe - PANTS lesson</p> <p>Know how to recognise the feelings of others and describe how they feel using the words happy, excited, sad, scared, cross, and worried</p> <p>Know what a friend is and describe what makes a good friend</p> <p>Know what to do if someone is unkind to me.</p>	<p>Know and explain right from wrong and know they should be making the right choices</p> <p>Talk about healthy and unhealthy food - naming at least 3 of each</p> <p>Knows why we need to sleep, eat, exercise and can explain why</p> <p>Talk about how to keep their teeth healthy and why they need to brush their teeth</p> <p>Know how to independently access the snack bar when hungry and drink station when thirsty - be aware of their needs</p> <p>Know that if they listen, share, take turns and explain they can keep play going</p> <p>Name 3 adults in school they can turn to for help</p>			
Key vocabulary	Emotions, fair, frustrated, worried, confused, upset, try, challenge, germs, exercise, unhealthy				
Physical development - P.E is taught discretely in Reception using Real P.E, Gymnastics is taught discretely in Rec and Nurs					
Nursery knowledge	<p>Hold scissors to open and close them</p> <p>Begin to know how to jump 2 feet to 2 feet</p> <p>Know that I should not run into my friends (spatial awareness)</p>	<p>Hold scissors with a controlled grip and snip paper</p> <p>Ride a tricycle</p> <p>Walk along a plank outside balancing with adult support</p>	<p>Begin to cut in a straight line holding the paper</p> <p>Know how to use body weight to begin to balance on 1 foot</p> <p>Know how to run without bumping into others</p>	<p>Use scissors to cut small strips of paper holding scissors with a 'thumbs up' position</p> <p>Knows how to balance on 1 foot</p> <p>Know how to grasp and release a large ball</p>	

	<p>How to use school tweezers and spray bottles</p> <p>Use a fork to eat with</p> <p>Ride a tricycle pushed by a friend</p> <p>Know how to use their arms and legs to crawl through a tunnel</p> <p>Know how to unzip coat and put on wellington boots</p>	<p>Use pipettes to squeeze water up and out</p> <p>Knows how to hold and use musical instruments, jugs, hammers and mark making tools.</p> <p>Begin to know how to put on their coat using the floor model</p> <p>Know how to tell an adult they are hungry or tired.</p>	<p>Climb the ladder on the hill unaided</p> <p>Know how to handle scissors and other tools independently and safely in the Nursery</p> <p>Know 3 main gymnastic shapes - tuck, straddle and pike</p> <p>Begin to balance on the beam - with adult support if needed</p> <p>Jump off apparatus with adult support</p>	<p>Know how to thread beads on a string</p> <p>Knows how to trace simple shapes</p> <p>Begins to use alternate feet to climb steps</p> <p>Know how to change my movements for a game e.g. run to play chase</p> <p>Walk confidently along different lines - straight, zig zag, curved</p>		
Key vocabulary	Walk, climb, run, ride, jump, throw, pinch					
Reception knowledge	<p>Control run, hop, climb, crawl, jump, walk being aware of space around</p> <p>Trace using templates</p> <p>Use a knife and fork to eat my food</p> <p>Ride a tricycle around a course</p> <p>Use small tools - scissors to cut forward, tweezers, pipettes,</p>	<p>Knows how to cut along a curved line (relatively close)</p> <p>Know how to crawl, slither, balance, hop, climb, skip and roll.</p> <p>Know which hand I use for writing</p> <p>Knows how to hold a pencil with a tripod grip</p>	<p>Know how to cut out circles and other shapes</p> <p>Know how to throw, roll, receive and attempt to catch a large ball</p> <p>Know how to control their body to balance on a balance bike</p> <p>Know how to control their fingers to</p>	<p>Cuts out spiral shapes</p> <p>Choose their own resources to create a minibeast with increasing control of the tools selected</p> <p>Knows how to control a ball by throwing and catching a large ball to a friend</p>		

		<p>Know the routine for going to the toilet and being independent</p> <p>Sit at a table with control</p>	<p>complete fine motor control activities - threading, balancing marbles on pegs, balance small blocks without them falling over</p> <p>Know how to use my arms to help me balance on a beam</p> <p>Demonstrate and control 3 main gymnastic shapes - pike, straddle and tuck</p> <p>Balance on the bench whilst walking</p> <p>Jump with 2 feet together</p> <p>Begin to know how to jump off apparatus safely</p>	<p>Attempts to aim at a specific target with a bean bag/ball</p> <p>Starts to show a preference for a dominant hand</p> <p>Continue to confidently use their fine motor skills</p> <p>Balance on one foot for 3 seconds</p> <p>To sit in tuck and rock onto their backs without adult support - working towards a rock and roll</p> <p>A forward roll with support down a springboard</p>		
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Key vocabulary	Balance, grip, catch, bounce, roll, high/low, hop
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Literacy						
Nursery knowledge	How to make different marks using a range of resources How to imitate shapes and symbols from L-R - o + How to listen to a story, poem, songs How to join in with repetitive phrases and missing words from familiar stories and rhymes How to enjoy looking at books independently by turning pages L-R, holding the book the right way up.	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book Find my name card and use it to copy letter like shapes	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book Find my name card and use it to copy letter like shapes	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book Find my name card and use it to copy letter like shapes	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book Find my name card and use it to copy letter like shapes	How to make marks and identify them How to draw their faces with identifiable features How to order a story using visuals and begin to retell a story in order. That print and illustrations carry meaning in the environment How to answer the question - what will happen next - and predict Recall and retell at least 2 familiar rhymes Know a favourite book and ask an adult to read to them Talk about the pictures in a book Find my name card and use it to copy letter like shapes
Key vocabulary	Book, page, front/back cover, author, song, rhyme, turn, draw, sounds					
Nursery Phonics - use unlocking letters and sounds Phase 1	Phase 1 - aspect 1 will be able to identify and listen for environmental sounds and name the sound of -plane, car, phone, pig, -keys, crisps, bells	Phase 1 - aspect 2/3 -will be able to identify and match sound makers/instruments -the difference between loud/quiet, fast/slow	Phase 1 - aspect 4 Rhythm and rhyme -some will be able to recognise spoken words that rhyme -know that words have syllables and clap at least up to 3 syllables	Phase 1 - aspect 5 -begin to hear the 1st sound in a word -know and say the 1st sound in their name	Phase 1 - aspect 6 -know that we have different voice sounds -know that words have different sound c-a-t, d-o-g	Phase 1 - Recap and aspect 7 Oral Segmenting and blending -will begin to segment and blend simple CVC words orally -will begin to hear and say the initial sounds in words
Reception children will know...	That words can be written That their marks have meaning and they can talk about them To begin to use graphemes to write initial sounds How to write the taught letters To draw a story map with marks they can talk about and are meaningful		Know to use letters for initial sounds How to segment sounds in simple words to begin to write simple sentences, captions, labels, speech bubbles, lists How to draw a story map and add words that can be read back How to form 50% of the alphabet correctly		How to write a simple sentence that they can read back for a range of purposes How to form most letters of the alphabet correctly How to create their own stories with illustrations	

	<p>How to write their name using recognisable letters</p> <p>That a book can be enjoyed</p> <p>How to retell a familiar story using actions and key phrases. To answer questions - who is in the story, what happened at the beginning, the middle and the end.</p> <p>How to answer the question - what do you think will happen?</p> <p>That letters have meaning and are beginning to read them/say the sounds</p> <p>How to say and hear the initial sounds in words to know the 5 concepts of print</p>	<p>Write from left to right, top to bottom to retell through actions and key phrases and change elements of a familiar story e.g. the characters, the setting, the ending</p> <p>That information can be retrieved from books and digital devices</p> <p>How to recognise and read familiar words e.g. mummy, daddy, siblings names</p> <p>Compose a sentence in their head and hold it for memory to then write it</p> <p>How to answer simple questions about what they have heard and read.</p> <p>Say and write a simple rhyming string - cat, hat, bat</p>	<p>That a setting is and use taught language to describe it.</p> <p>How to identify the main character and use taught adjective to describe their characteristics</p> <p>How to use and understand why, what, where, when, how and who questions</p> <p>How to answer simple comprehension questions as well as using new vocabulary during discussions.</p>		
Key vocabulary	Illustrator, fiction, non-fiction, information, facts, write, sentence, question, phoneme, grapheme, digraph, polysyllabic word, common exception word				
<p>Reception Phonics - use unlocking letters and sounds phase 2 - 4</p> <p>See appendix 1</p>	<p>Phase 2</p> <p>Phase 2 CEWs for reading - to read 'the to I no go into'</p>	<p>Phase 2 and phase 3</p> <p>Phase 2 CEWs for writing</p> <p>Phase 3 CEWs for reading</p>	<p>Phase 3 Phonics Mastery</p> <p>Phase 2 CEWs for writing</p> <p>Phase 3 CEWs for reading</p>	<p>Phase 4 Phonics</p> <p>Phase 3 CEWs for writing</p> <p>Phase 4 CEWs for Reading</p>	<p>Phase 4 Phonics Mastery (with phase 3 and polysyllabic words)</p> <p>Phase 3 CEWs for writing</p> <p>Phase 4 CEWs for reading</p>

	Pre-writing			Letter strings		
	Pictures	Random scribble	Scribble writing	Symbols	Random letters	Letter strings
Typical writing progression	Picture tells a story to convey message	Starting point at any point of paper.	Progression is from left to right.	Symbols that represent letters.	Letters have no relationship.	Letter strings move from L to R and move down the page.
						
	Environmental print	Letter name stage	Early developmental spelling	Syllables represented	Inventive spelling	Transitional spelling
	Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.	Vowel sounds appear. Evidence of common exception words.	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words.	Multiple related sentences with many words spelled correctly, punctuation evident.

Mathematics

<p>Nursery overview</p>	<p>Recognising and naming colours Sorting by different attributes</p>	<p>Exploring and understanding number 1, 2 Counting principles AB patterns</p>	<p>Exploring and understanding number 3, 4, 5</p>	<p>Exploring and understanding 6 Comparing height and length Capacity – full, half full and empty Weight – heavy and light</p>	<p>Properties of shape More/fewer One more/one less</p>	<p>Ordering events of the day Positional language</p>
<p>Nursery knowledge</p>	<p>Know at least the colours red, blue, yellow, white and black That not all colours match Recognise when things are the same or different e.g. these are blue and these are pink sort a set of animals into e.g. elephants and lions</p>	<p>To quickly recognise groups of up to 2 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 1 and 2 To say the number names in order when counting objects Use the words spotty and stripey to describe patterns Copy a simple pattern red, blue, red, blue</p>	<p>Begin to quickly recognise groups of up to 3, 4, 5 objects without counting (subitise). That each object should only be counted once Make marks to represent numerals recognise the numerals 3, 4, 5 Can show 'finger numbers' up to 5 To say the number names in order when counting objects up to 5</p>	<p>To quickly recognise groups of up to 6 objects without counting (subitise) That the last number said represents the total number of objects Recognise the numeral 6 Make marks to represent the numeral 6 Use the words big and small to compare objects Use the words long, short and tall Begin to use the words longer, taller, shorter than Use and understand the words heavy and light Use and understand the words full, empty and half full</p>	<p>Use the words straight, curved, round and flat to describe shape That some shapes are good for building and some are not Use the words same and more to compare apples with a friend To use the words more and fewer to compare quantities</p>	<p>Begin to use the words first, next and last to talk about my day Use and understand the words under, on, in, behind, forwards, backwards and sideways</p>

Key vocabulary	Sort, match, same, different, number, pattern, subitise, full, empty, half full, count, tall, short, long, more, fewer, circle, triangle, square, 5 frame, compare, heavy, light, add, take away, altogether makes				
Reception overview - from White Rose Maths	<p>Matching/sorting</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Exploring pattern</p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Representing numbers to 5</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Introduce 0</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>6,7,8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Length, height, time</p> <p>Building 9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Pattern</p>	<p>Building numbers beyond 20</p> <p>Counting patterns Beyond 10</p> <p>Spatial reasoning</p> <p>match, rotate, manipulate</p> <p>First, then now</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning</p> <p>Compose and decompose</p> <p>Doubling, sharing, grouping</p> <p>Odd and even numbers</p> <p>Spatial reasoning</p> <p>Patterns and relationships</p> <p>Spatial reasoning -mapping</p>		
Reception knowledge	<p>Describe HOW a group has been sorted e.g. into colour, animals, toys</p> <p>Say the numbers to 10 in order</p> <p>To say when they have the same, fewer or more and use the words to compare</p> <p>Create a simple AB pattern and talk about</p> <p>To subitise 3</p> <p>To count accurately up to 3 objects in order</p> <p>Write the numerals 1- 5</p> <p>Know that the numbers 1-5 can be represented in different ways</p> <p>Know the composition of 1,2,3</p> <p>Know and recognise that triangles have 3 sides, circles 1 side and some shapes have 4 sides</p> <p>Be able to explore and talk about different shapes</p> <p>Know the number that is 1 more or 1 less than a number up to 10</p> <p>To know and use the words morning, afternoon, evening, day and night</p>	<p>Know the composition of numbers up to 10</p> <p>Represent , compare and formation of the numbers to 10</p> <p>Know which pairs make a given number</p> <p>Automatic recall number bonds 0-10</p> <p>Subitise to 6</p> <p>Identify smaller numbers within a larger number</p> <p>Compare the weight and capacity of up to 3 items</p> <p>Compare the length and height of up to 3 items</p> <p>Know which group of things has more or less</p> <p>Know which group has more and reason why they would want more (sweets!)</p> <p>Explore the 1 minute timer and find out what you can do in 1 minute</p> <p>Know the vocab 'before, after, next' to unscramble the visual timetable</p>			

	Know and use the words heavy/ier, light/er, full, half full, empty and compare 2 objects					
Key vocabulary	One more, one less, fewer, repeating pattern, numicon, equal, same, ten frame, combine, altogether, part, whole, part, cone, cylinder, sphere, pyramid, cube, cuboid, pair, ordering, comparing, composition, rotate, adding, take away, double, even, odd, sharing, grouping,					
Understanding the world - the way children talk about and observe the world around them; noticing things, asking questions						
Nursery knowledge	Name the people in my family Know and use the words head, shoulders, leg, arm, knees and toes, eyes, nose and mouth Name my teachers Name the school I attend Know that there are different classes in the school Know the words sunny, cloudy, rainy and windy and recognise the weather Name 4 people who help us - police officer, fire fighter, doctor, teacher Know about the achievements of Mary	Name/recognise the vehicles - car, aeroplane, bus, bicycle, train, hovercraft Know that 'old fashioned' cars and trains are different to today Name the vehicles they have travelled in/on Maps help us when we go on a journey Know that ice melts when heat is applied to it Know that the oven makes a cake rise and edible To talk about different celebrations they have or others have	Talk about what they did before school and what they are doing now. Extend to what they may want to do after school Listen to the story of Chinese New Year. Talk about their own celebrations. Know and recognise wood and metal Know that a magnet is attracted to certain metals but not wood Use their sense of touch, sight and hearing to talk about what's outside - what can you see, hear and touch?	Know and identify the names of 6 minibeasts - snail, spider, butterfly, caterpillar, worm, woodlice Know where minibeasts can be found Know that some animals do not look like their babies - caterpillar and butterfly/frog and tadpole Know how they have changed from a baby to now Know that there are special places to worship Know how to care for small creatures		

	Seacole links to Black History month	Listen to the Christmas story and know Christians celebrate Christmas Talk about their own birthday Know that Diwali is the festival of light Begin to know who we remember on remembrance day		Know the names of 4 common fruit and 4 common vegetables Know that some animals have babies at Easter time		
Key vocabulary	Today, tomorrow, yesterday, first, next, sea, land, hot, cold, summer, winter, spring, autumn, Bristol, world, same, different, change, grow, melt, ice, christmas, eid, diwali. Church, party, map, float, sink					
Reception knowledge	Name members of my family and say who is the eldest and youngest. Name members of the school e.g Head, office staff, teachers, chef Talk about themselves in the past as a baby and themselves now at school Know and use additional body parts - elbow, chin, wrist, waist Know I live in Bristol, England	In addition name - ship, rocket, hot air balloon, Know that green is land and blue is water on a map of the world Know that we have different beliefs and special times are celebrated in different ways Know that there is different transport around the world - tuk tuk, gondola, dog sled.	Visually represent their day on a simple timeline Talk about what is the same and different in nursery rhymes of old Make comparisons between themselves and their parent/s Talk about and compare Chinese New Year to a celebration of their own Sort and group metal, wood and plastic materials	Know, name and talk about at least 5 minibeasts. Know what the word habitat means and say where minibeasts can be found Can explain the life cycle of a butterfly and frog Talk about their own lifetime and create a personal timeline Know that there are differences and	Identify and name the parts of a plant - leaf, stem, flower, roots Knows what plants need to survive	

	<p>Talk about the school grounds and know the words field, building, road, play ground</p> <p>Name what they see on their route to school - shops, church, houses, park</p> <p>Know additional people who help us - paramedics, refuse collectors, nurses, shop workers</p> <p>Autumn - describe what happens in this season - leaves change colour, fall off, gets colder</p> <p>Know we should all be treated as equals. Know about the achievements of the photographer Seydou Keita. Know that there are differences between themselves and others.</p>	<p>Compare and contrast transport of today and the past</p> <p>Know Christians celebrate Christmas to mark the anniversary of the birth of Jesus</p> <p>Name at least 3 things that Christians do to celebrate Christmas</p> <p>Know who and why we remember on remembrance day</p> <p>Know that Diwali is the festival of light and celebrated by Hindu's</p> <p>Talk about how they celebrate their own birthday</p>	<p>Name their 5 senses</p> <p>Tell an adult what they can see, hear and feel outside</p>	<p>similarities between people in our class</p> <p>Know why religious venues are special and who goes there</p> <p>Know that Easter day is different to Good Friday</p> <p>Know why Christians are happy at Easter</p> <p>Name at least 3 things about Spring</p> <p>Know that Holi is the festival of colours and is celebrated by Hindu's</p>		
Key vocabulary	Future, after, before, globe, map, building, Africa, London, Bristol, dissolve, experiment, investigate, observe, islam, christian, mosque, church, festival, special, culture, religion					
Expressive arts and design - Music is taught discretely in Reception using Bristol Plays Music						
Nursery knowledge	Know the primary colours red, yellow, and blue	Know that sellotape is used to join boxes to create a vehicle	Know that printing with duplo can create a wall	Know that I can use different art materials to create		

	<p>Know the welcome songs - weather/hello song</p> <p>Know that different instruments make different sounds.</p> <p>Know that the sounds can evoke feelings</p> <p>Know that colours can be mixed together</p> <p>Know that they can create different shapes with play dough</p> <p>Know how to use a rolling pin</p> <p>Know they can pretend - cook, sleep, rock the dolls in the home corner</p> <p>Know how to use glue to join resources to paper</p>	<p>Know that they can use different types of lines to draw</p> <p>Share their creations with family and friends and talk about it</p> <p>Know that they can use dance movements to journey across the floor</p> <p>Know that a hand print can be turned into a reindeer to make a card</p> <p>Know 3 new songs to perform to family and friends</p>	<p>Know how to construct a wall with construction kit without it falling down</p> <p>Sing their favourite song</p> <p>Sing the words to at least 3 nursery rhymes</p> <p>Listen to and say their favourite rhyme</p> <p>Know that they can act out a rhyme to retell it</p>	<p>Use their own experiences to create role play storyline</p> <p>KNow how to create small world enclosures</p> <p>Respond to music through movement</p> <p>Manipulates clay (rolls, cuts, squashes, pinches, twists...)to create a clay minibeast</p> <p>Sing the words to at least 2 new songs</p> <p>Know how to tear strips of paper to create my own Henri Matisse snail</p>		
Key vocabulary	Paint, stick, glue, cut, music, dance, beat, sing, pretend, loud, quiet, fast, slow,					
Reception knowledge	<p>Know that when they mix colours they create new colours</p> <p>Know that certain colours are used to represent themselves - portraits</p> <p>Use a variety of resources to create a collage</p>	<p>Know how to create a model vehicle using recycled materials</p> <p>Know 5 new songs to sing to an audience</p> <p>Safely use a hole punch to create holes</p>	<p>Retell stories and rhymes using puppets, masks, or small world</p> <p>Listen to and incorporate a friends idea into their play</p>	<p>Talk about my independent artwork and tell others about it</p> <p>Draw/paint simple minibeast showing form- observational drawing from real or pictures</p>		

	A small world can be created using different construction, blocks and small world kits Know how to join using sellotape and glue Know 3 new songs	to thread ribbon through leaves Know how to mould clay to create a hedgehog	Respond to a rhythm. Clap a repeated rhythm. Know the sounds of at least 4 percussion instruments by listening to them. Listen to different rhymes and say why they like them or not	Knows how to improve artwork (scrunch, twist, fold, bend, roll) Can change the tempo and dynamics when playing instruments Use pretend play to tell a story with my friends Look at the artwork of Kandinsky and recreate a snail in his style		
Key vocabulary	Print, design, pulse, rhythm, story tell, imagine, noisy, pitch, dynamics					
Parental involvement	Home visits Stay and Play session Parent's evening	Parents rocket/vehicle building workshop Christmas craft session Christmas nativity performance	Nursery rhyme sing-along Parent's evening	Book at bedtime	Stay and Play session	Sports day Early Years picnic

Unlocking Letters and Sounds Detailed Progression Reception – Y2

Reception		GPCs	CEWs
Autumn 1 (as soon as all children are in school – no later than week 3)	Phase 2	s a t p l n m d g o c k ck e u r h b f ff l ll ss	Read: the to I no go into
Autumn 2	Complete Phase 2 Phase 3	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 1	Phase 3 Mastery	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	Write: the to I no go into Read: a she he we me be was no go my you they her all are
Spring 2	Phase 4	CVCC and CCVC examples: bend mend hump bent damp spot spin trip glass speck	Write: a she he we me be was no go my you they her all are Read: said so have like some come were there little one do one do when out what
Summer 1 and 2	Phase 4 Mastery (with phase 3 and polysyllabic words)	CVCC and CCVC with phase 3 GPCs examples: quilt toast burst theft shelf Polysyllabic CVCC and CCVC examples: restless desktop handbag	Write: a she he we me be was no go my you they her all are Read: said so have like some come were there little one do one do when out what





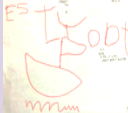



		CCVCC and CCCVC examples: Crust frost scrunch strong	
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Appendix 2

Nursery end of year curricular goals

<p>Fantastic reflective friend</p>  <p>To become a 'Sparkly Star' who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure. To begin to manage own personal needs. (PS&ED)</p>	<p>Confident communicator</p>  <p>To become a 'Happy Chatter' in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others. (C&L)</p>	<p>Amazing athlete</p>  <p>To become a confident 'Risk Taker' and develop body strength when climbing up, across and down, under and on. To ride a trike with confidence. To explore and use a range of tools using one hand. (PD)</p>
<p>Brilliant bookworm</p> <p>To become a 'Book Worm' enthusiast and readily access books for pleasure, turning pages individually, to name a favourite book and to retell a simple story using actions and repetitive phrases (Lit reading)</p> 	<p>Wow writer</p>  <p>To become a 'Funky Finger' enthusiast who builds up hand and whole-body strength through adventurous play and sometimes gives meaning to their marks. To begin to write their own name. (Lit writing)</p>	<p>Master of Maths</p>  <p>To be able to use mathematical knowledge and language naturally in everyday play. Counting and representing marks to at least 5 and matching, measuring and comparing. (Maths)</p>
<p>Exceptional explorer</p>  <p>To know their own family tree. To know similarities between themselves and others and show curiosity about the world around them. (UW)</p>	<p>Amazing creator</p>  <p>To express themselves through drawing, painting, role play and music. To attempt to play instruments loudly, softly, fast and slowly whilst developing an ear for rhythm. (EA&D)</p>	

Reception end of year curricular goals

<p>Fantastic reflective friend </p> <p>To become a 'Sparkly Star' who can be kind, caring and helpful, show empathy and respect to others. To work and play cooperatively whilst considering the feelings of others. To manage their own personal needs and know how to stay healthy. (PS&ED)</p>	<p>Confident communicator </p> <p>To become a 'Happy Chatter' who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings. (C&L)</p>	<p>Amazing athlete </p> <p>To become a 'Risk Taker' who can show strength, balance and co-ordination when playing. Who can run, jump, hop, climb and dance with confidence. Who can hold a pencil effectively and use a range of small tools (e.g. use cutlery, scissors) (PD)</p>
<p>Brilliant bookworm  who</p> <p>To become a 'Book Worm' can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt) (Lit reading)</p>	<p>Wow writer </p> <p>To become an 'Amazing author' who can write letters, words and simple sentences to give a message or write a story that can be read by themselves and others. (Lit writing)</p>	<p>Master of Maths  Maths'</p> <p>To become a 'Master of Maths' who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5. To use this knowledge in real life problems. (Maths)</p>
<p>Exceptional explorer </p> <p>To show curiosity about the world around them, understand some difference between times and places. Someone who can look after their community and care for the Lockleaze environment. To have an awareness and appreciation of other people's cultures and beliefs. (UW)</p>	<p>Amazing creator </p> <p>To create a 'masterpiece' using a range of techniques and resources. To create and perform a song, story, poem or rhyme to an audience. (EA&D)</p>	

